

**NATIONAL RECOGNITION REPORT
National Association of School Psychologists (NASP)**

Name of institution: Francis Marion University
City/state: Florence, SC
Date of review: February 1, 2017

Note: **CAEP/NCATE recognition** of this program is dependent on the review of the program by representatives of the **National Association of School Psychologists (NASP)** and review of the unit by CAEP/NCATE. The **NASP approval** decision was made independent of CAEP/NCATE unit review.

This report is in response to a(n):

Initial Review Revised Report Response to Condition

Title of Program Covered by This Review:	Program Type	Program Level
School Psychology	Other School Personnel	<input checked="" type="checkbox"/> Specialist <input type="checkbox"/> Doctorate

Specific title of degree/award that appears in official institutional documentation:
Specialist in School Psychology

PART A—RECOGNITION DECISION (see Part G for specifics on decision)

A.1—Decision on NASP approval/CAEP/NCATE recognition of the program—TO BE COMPLETED BY PROGRAM APPROVAL BOARD ONLY:

NASP Approved/CAEP/NCATE Nationally recognized (if in unit accredited by CAEP/NCATE)
 NASP Conditionally Approved/CAEP/NCATE Nationally recognized with conditions (if in unit accredited by CAEP/NCATE)
 Not approved or nationally recognized

A.2—Test Results (from information supplied in Assessment #1, if applicable)¹

The program meets or exceeds an 80% pass rate on state licensure exams:

Yes No Not applicable Not able to determine

Comment: The program meets the 80% pass rate over two applications.

A.3—Summary of Strengths:

The program has a comprehensive assessment system including a well-organized course-embedded grading system, thorough analyses of assessments, a solid research program that requires at least an on campus research day presentation. Overall, this is a very strong program.

PART B—STATUS OF MEETING SPA STANDARDS

NASP Standard	Rating	Comment
CONDITION STANDARD I: SCHOOL PSYCHOLOGY PROGRAM CONTEXT/STRUCTURE. Graduate education in school psychology is delivered within the context of a comprehensive program framework based on clear goals and objectives and a sequential, integrated course of study in which human diversity is emphasized. Graduate education develops candidates’ strong affiliation with school psychology, is delivered by qualified faculty, and includes substantial coursework and supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, families, schools, and other consumers. In addition to specialist- and/or doctoral-level programs of study, a school psychology program that offers opportunities for	MET	No concerns were noted with Condition Standard 1.

¹ The 80% pass rate requirement is a CAEP/NCATE requirement, not an SPA-specific requirement. SPA decisions and comments on licensure data should be applied to what the institution has provided for Assessment #1.

The CAEP/NCATE pass rate requirement is that 80% of program completers, in the most recent annual set of data, must pass the state-required licensure test that includes or is specific to content knowledge. Programs that have fewer than 10 completers in the most recent annual data set must base the pass rate on the average of three years of annual data. Programs that have fewer than 10 completers over the total of a three-year period are exempt from this requirement. Reviewers should be able to determine whether the pass rate is met by looking at the Candidate/Completers chart for information on the number of candidates and the licensure data that is supplied as Assessment #1. If a determination cannot be made from these two pieces of information, then reviewers should check the “unable to determine” box, and CAEP/NCATE staff will seek clarification from the institution.

NASP Standard	Rating	Comment
respecialization, retraining, and other alternative approaches to credentialing as a school psychologist ensures that program requirements are consistent with NASP graduate preparation standards.		
<p>C.1 - The school psychology program is composed of integrated and comprehensive philosophy/mission, goals, objectives, program of study, and supervised practice, as reflected in the following: Clear identification as a “school psychology program” and communication of a program framework or model, in which its philosophy/mission is represented in explicit goals and objectives for school psychology competencies that candidates are expected to attain and in which human diversity is emphasized. An integrated, sequential program of study and supervised field experiences that are based on the program’s philosophy/mission, goals, and objectives and consistent across candidates’ Full-time, part-time, and/or alternative types of enrollment that provide multiple and systematic opportunities through coursework, supervised practice, and other comprehensive program activities for candidates to establish professional identity as school psychologists and develop an affiliation with colleagues and faculty. Use of systematic, performance-based evaluation and accountability procedures to improve the quality of the program.</p>	Acceptable	<p>Policy:</p> <p>The Program Handbook is thorough and clearly identifies the program as school psychology. Further, the philosophy and mission of the program is described in the handbook as well as course sequencing, affiliations, graduate assistantships and scholarships. The handbook is comprehensive.</p> <p>Practice:</p> <p>Candidate and faculty data reveal practice aligns with the policies found in the Program Handbook. There are 3 fulltime and 2 adjunct faculty that have their terminal degree in school psychology and are active in the profession.</p> <p>It appears that most candidates complete the program as full-time students and transcripts reveal course sequencing that aligns with policy found in the Program Handbook.</p>
<p>C.2 – Graduate preparation in the school psychology program is designed, delivered, and assessed by highly qualified faculty members who primarily are school psychologists, as demonstrated by the following: Faculty who are designated specifically as school psychology program faculty members and total at least three full-time equivalents (FTEs). At least two school psychology program faculty</p>	Acceptable	<p>Policy: Evidence of policy is found in the Program Handbook.</p> <p>Practice:</p> <p>Attachment B identified 4 faculty members directly related to the school psychology program that have their PhD in school psychology. This includes the program chair and two other fulltime faculty members as well as 2 adjunct faculty members. The faculty members are active in the profession at the state and national levels.</p>

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<p>members (including the program administrator) who hold doctoral degrees with specialization in school psychology and are actively engaged in school psychology (e.g., possess state and/or national credentials as school psychologists; have experience as school psychologists; participate in professional associations of school psychologists; contribute to research, scholarly publications, and presentations in school psychology). Other school psychology program faculty members, as relevant for the program, who hold doctoral degrees in psychology, education, or a closely related disciplines with specializations supportive of their graduate preparation responsibilities in the program.</p>		
Requirements for Specialist-level programs only		
<p>C.3 - SCHOOL PSYCHOLOGY SPECIALIST-LEVEL PROGRAMS ONLY: The specialist-level program of study in school psychology consists of the following: A minimum of 3 years of full-time study at the graduate level, or the equivalent if part-time; at least 60 graduate semester hours or the equivalent, with at least 54 hours exclusive of credit for the supervised specialist-level internship experience; Institutional documentation of school psychology specialist-level program completion provided to graduates</p>	Acceptable	<p>Policy:</p> <p>The Program Handbook provides a sequence of courses that include 72 hours and 3 years in length. Further, the handbook indicates the multiple practicum courses that occur prior to a fulltime internship that is completed during the third year.</p> <p>Practice:</p> <p>Candidate transcripts align with the program handbook expectations.</p>
Requirements for Doctoral-level programs only		
<p>C.4 - SCHOOL PSYCHOLOGY DOCTORAL-LEVEL PROGRAMS ONLY: The doctoral level program of study in school psychology consists of the following: Greater depth in one or more school psychology competencies identified by the program in its philosophy/mission of doctoral-level preparation and reflected in program goals, objectives, and sequential program of study and supervised practice.</p>	NA	Not Applicable

NASP Standard	Rating	Comment
REQUIREMENTS FOR ALL PROGRAMS (C.5)		
<p>C.5 - If the school psychology program provides opportunities for respecialization, retraining, or other alternative approaches to prepare candidates for credentialing as school psychologists (e.g., for candidates who hold graduate degrees in related fields and are seeking graduate preparation and credentialing as school psychologists), the program ensures that its requirements for respecialization, retraining, or alternative credentialing approaches are consistent with these NASP graduate preparation Standards. The program applies systematic evaluation procedures and Standards to grant recognition of candidates' prior courses/field experiences and to identify additional graduate courses and experiences necessary for candidates to meet school psychology program requirements.</p>	<p>NA</p>	<p>Not Applicable</p>
<p>Standards II Through VIII: School Psychology Graduate Education and Practice</p> <p>NOTE: Reviewers must evaluate the extent to which EACH domain below is ASSESSED, and ATTAINED by the program.</p> <p>General comments:</p> <p>Assessment 1 (Praxis or state exam): Praxis data were provided for 2 cohorts and revealed 100% of candidates passed the exam. Data are disaggregated by NASP practice standards and percentage of items passed is provided by candidate.</p> <p>Assessment 2 (course-embedded assessment): According to Table E, the program faculty members have done an outstanding job aligning courses to the NASP practice standards (II-VIII). The objectives (see below for additional information) are consistent with what would be expected in courses and assignments seem well-designed in order to evaluate candidate knowledge. This is a program strength.</p> <p>The program faculty might review the objectives for each of the courses in Table E with the goal of reducing the number or objectives to 2 or 3. For example, Course 2 (Psych 616) in Standard II (on page 2) lists 10 objectives relevant to the standard.</p> <p>In addition, the program requires a comprehensive oral and written examination evaluation. The structure and scoring rubrics appear to be valid and should be viewed as a strength for program evaluation. A note; the 2010 NASP standards requires the use of grades for Assessment 2. Therefore, the program faculty might think about moving this valuable knowledge-based assessment to a supplemental NASP assessment (Assessment 7 or 8).</p> <p>Assessment 3 (practica evaluation): The program created a very thorough practicum evaluation sequence</p>		

NASP Standard	Rating	Comment
		<p>including field supervisor ratings and faculty evaluation of projects. The 3-sequence practicum model seems to allow candidates to learn and be evaluated across all NASP practice standards. The field supervisor evaluation forms are comprehensive. This is another program strength.</p> <p>Note that while program faculty have aligned the three-course practicum sequence with all NASP practice standards, NASP does not require all practice standards to be measured with Assessment 3.</p> <p>Assessment 4 (intern evaluations): The program faculty report having a 350-item Internship Field Based Assessment Form that covers all NASP practice standards. This form was not found in any Assessment 4 folders but was located in the Assessment 5 information. The internship field-based form was found in Assessment 5 and reveals a highly comprehensive document that has numerous items align with each of the NASP practice standards. Data are provided that aggregate and disaggregate data and include growth scores from fall to spring semester.</p> <p>Assessment 5 (comprehensive, performance based assessment of candidate abilities evaluated by faculty during internship): Assessment 5 is very thorough and provides multiple assessments of performance-based assessments of candidate abilities as evaluated by faculty. These include supervisor ratings on the field evaluation form, analysis of internship portfolio by faculty, and faculty evaluation of multiple case studies and assessment reports including a research project and counseling skill ratings during internship. Data are disaggregated by intern and scoring rubrics are provided.</p> <p>Assessment 6 (measurable positive impact on student learning): All candidates must provide the 4 completed case studies in the areas of Behavioral Assessment and Intervention, Academic Assessment and Intervention, Child/Adolescent Counseling and Therapy, and Psychological Consultation in Schools and Agencies. In addition, Interns are expected to complete a research project designed in conjunction with district needs. Candidates are required to present their research project at the annual Francis Marion University research symposium that is held on each spring semester. In addition, posters that are deemed to have potential are entered for presentation at the annual NASP convention. It is commendable that interns complete 4 case studies during their internship year as well as a research project. Further, based on the case study evaluation rubric, there is an expectation for interns to calculate some form of an effect size.</p> <p>The concern with this Assessment is that it appears that faculty members evaluate the case studies using a series of comprehensive case study evaluation rubrics. Thus, it is unclear as to whether interns calculate effect size on their case studies or if faculty evaluate the cases using the rubric and then they calculate effect size. The intent of Assessment 6 is for interns to provide evidence of positive impact, which is typically done through some form of effect size measure.</p> <p>Assessment 7 (optional assessment): The faculty require candidates to complete oral and written exams during the program and collect aggregated and disaggregated data that the faculty have aligned with NASP practice standards.</p> <p>Assessment 8 (optional assessment): At the end of internship, candidates are asked to complete the <i>Program Experience Questionnaire</i>, which provides the faculty feedback on strengths and weaknesses of the program. The faculty also have alumni complete a survey in order to receive feedback on program strengths and weaknesses.</p> <p>SUMMARY OF ASSESSMENTS:</p> <p>Overall, the program faculty have created many high quality and comprehensive assessments including 1 through 5. Many of the assessment tools could be used as models for other programs. In addition, the program provided</p>

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<p>about 3 additional assessment tools in order to receive program feedback, ranging from recent completers of internship (much like an exit interview) to alumni surveys. The only issue is related to Assessment 6 in that it does not appear that the interns calculate some type of effect size to provide evidence of positive impact; instead, it seems like faculty complete the evaluations. Overall, the assessments were impressive.</p>		
<p>STANDARD II – PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: Data-Based Decision Making and Accountability: School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.</p>	<p>MET</p>	<p>Assessed: Table E provides comprehensive and succinct information indicating how the program assesses data-based decision making and accountability. Courses and course-embedded assessments include information from PSY 616, 615, and 606.</p> <p>Attained: Strength of assessments and data presented provide evidence candidates acquire skills related to data-based decision making.</p>
<p>STANDARD III – PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: Consultation and Collaboration: School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.</p>	<p>MET</p>	<p>Assessed: Table E provides comprehensive and succinct information indicating how the program assesses consultation and collaboration. Courses and course-embedded assessments include information from PSY 604, 749, and 609.</p> <p>Attained: Strength of assessments and data presented provide evidence candidates acquire skills related to consultation and collaboration.</p>
<p>STANDARD IV – DIRECT AND INDIRECT SERVICES: STUDENT LEVEL SERVICES School psychologists have knowledge of direct interventions that focus on academic and social/emotional</p>	<p>MET</p>	<p>Assessed: Table E provides comprehensive and succinct information indicating how the program assesses direct and indirect services including student level services.</p> <p>See elements below for specific course and course-</p>

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<p>interventions for children and families. School psychologists engage multi-disciplinary teams (including children, teachers, parents, other school professionals) to develop and implement academic and mental health interventions.</p>		<p>embedded assessments.</p> <p>Attained: Strength of assessments and data presented provide evidence candidates acquire skills related to student level services.</p>
<p>Element 4.1 Interventions and Instructional Support to Develop Academic Skills: School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.</p>	Acceptable	<p>Assessed: The program assesses this element with courses PSY 704, 635, and 745.</p> <p>Attained: Strength of assessments and data presented provide evidence candidates acquire skills related to academic interventions and instructional support.</p>
<p>Element 4.2 Interventions and Mental Health Services to Develop Social and Life Skills: School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.</p>	Acceptable	<p>Assessed: The program assesses this element with courses PSY 604, 605, and 714.</p> <p>Attained: Strength of assessments and data presented provide evidence candidates acquire skills related to social and life skills interventions and mental health services.</p>
<p>STANDARD V – DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES – SCHOOLS</p> <p>School psychologists have knowledge of direct and indirect services that focus on knowledge of schools and system structures, and preventive and responsive services. School psychologists implement school-wide practices to promote learning and</p>	MET	<p>Assessed: Table E provides comprehensive and succinct information indicating how the program assesses direct and indirect services including systems level services in schools.</p> <p>See elements below for specific course and course-embedded assessments.</p> <p>Attained: Strength of assessments and data presented provide evidence candidates acquire skills related to</p>

NASP Standard	Rating	Comment
knowledge of principles and research related to resilience and risk factors.		student level services in schools.
<p>Element 5.1 School-Wide Practices to Promote Learning: School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.</p>	Acceptable	<p>Assessed: The program assesses this element with courses PSY 616, 745, and 759.</p> <p>Attained: Strength of assessments and data presented provide evidence candidates acquire skills related to school-wide practices to promote learning.</p>
<p>Element 5.2 Preventive and Responsive Services: School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.</p>	Acceptable	<p>Assessed: The program assesses this element with courses PSY 634, 759, and 714.</p> <p>Attained: Strength of assessments and data presented provide evidence candidates acquire skills related to preventive and responsive services.</p>
<p>STANDARD VI – DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES: Family–School Collaboration Services: School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate</p>	MET	<p>Assessed: Table E provides comprehensive and succinct information indicating how the program assesses family-school collaboration. Courses and course-embedded assessments include information from PSY 609, 706, and 714.</p> <p>Attained: Strength of assessments and data presented provide evidence candidates acquire skills related to systems level services.</p>

NASP Standard	Rating	Comment
<p>skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.</p>		
<p>STANDARD VII – FOUNDATIONS OF SCHOOL PSYCHOLOGISTS’ SERVICE DELIVERY: Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.</p>	<p>MET</p>	<p>Assessed: Table E provides comprehensive and succinct information indicating how the program assesses diversity in development and learning. Courses and course-embedded assessments include information from PSY 609, 601, and 602.</p> <p>Attained: Strength of assessments and data presented provide evidence candidates acquire skills related to diversity and learning.</p>
<p>STANDARD VIII – FOUNDATIONS OF SCHOOL PSYCHOLOGISTS’ SERVICE DELIVERY: RESEARCH, PROGRAM EVALUATION, LEGAL, ETHICAL AND PROFESSIONAL PRACTICE School psychologists have core foundational knowledge and experiences and implement practices and strategies in research, program evaluation, and legal, ethical and professional practice.</p>	<p>MET</p>	<p>Assessed: Table E provides comprehensive and succinct information indicating how the program assesses research, program evaluation, legal, ethical, and professional practice in the schools.</p> <p>See elements below for specific course and course-embedded assessments.</p> <p>Attained: Strength of assessments and data presented provide evidence candidates acquire skills related to foundations of school psychologist services.</p>
<p>Element 8.1 Research and Program Evaluation: School psychologists have</p>	<p>Acceptable</p>	<p>Assessed: The program assesses this element with courses PSY 632, 704, and 759.</p>

NASP Standard	Rating	Comment
<p>knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.</p>		<p>Attained: Strength of assessments and data presented provide evidence candidates acquire skills related to research and program evaluation.</p>
<p>Element 8.2 Legal, Ethical, and Professional Practice: School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.</p>	<p>Acceptable</p>	<p>Assessed: The program assesses this element with courses PSY 650, 601, and 616.</p> <p>Attained: Strength of assessments and data presented provide evidence candidates acquire skills related to legal, ethical and professional practice.</p>
<p>STANDARD IX - PRACTICA AND INTERNSHIP IN SCHOOL PSYCHOLOGY During systematic, comprehensive practica and internship experiences consistent with its goals and objectives, the school psychology program ensures that all candidates demonstrate application of knowledge and professional skills in relevant</p>	<p>MET</p>	<p>There were no major concerns noted with Standard IX although questions still exist related to candidates' ability to demonstrate measurable positive impact on student learning. The program will need to address standards/elements rated as Not Met, Not Acceptable and Marginal in future submissions.</p>

NASP Standard	Rating	Comment
<p>settings and under conditions of appropriate supervision, evaluation, and support. The school psychology program’s practica and internship develop and enhance candidates’ skills and professional characteristics needed for effective school psychology service delivery; integration of competencies across the Standards of professional preparation and practice outlined in Standards and elements II-VIII; and direct, measurable, positive impact on children, families, schools, and other consumers</p>		
<p>Element 9.1 – Practica: The school psychology program requires supervised practica experiences that are completed for academic credit or otherwise documented by the institution. Practica are distinct from, precede, and prepare candidates for the school psychology internship and include specific, required activities and systematic development and evaluation of skills that are consistent with goals of the program, emphasize human diversity, and are completed in settings relevant to program objectives for development of candidate skills. Practica require direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and practicum supervisors, as well as close supervision of candidates by program faculty and qualified practicum supervisors, including appropriate performance-based evaluation, to ensure that candidates are developing professional work characteristics and designated competencies.</p>	<p>Acceptable</p>	<p>Policy: The Program Handbook provides guidelines for practica and internship. The number of credits awarded for practica (pp. 32-34) and internship and the requirement that all coursework and all practica must be completed prior to internship are also discussed in the <i>Program Handbook</i> (p. 35).</p> <p>The appendices L to M in the <i>Program Handbook</i> (pp. 118- 125) include the information required for successful completion of practica.</p> <p>Practice: Candidate transcripts reveal practice aligns with policy as well as field-based practica evaluation forms.</p>
<p>Element 9.2 – Internship: The school psychology program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that represents a culminating experience in the program’s course of study and is</p>	<p>Acceptable</p>	<p>Policy: The Program Handbook describes the goals of the program including that the program is designed to meet the 2010 NASP Practice Standards. It specifies the responsibilities of the intern, on-site supervisor, training program, and district in providing supervisor, support, and evaluation of the intern’s performance.</p>

NASP Standard	Rating	Comment
<p>completed for academic credit or otherwise documented by the institution. The internship has a primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of school psychology. The internship requires completion of activities and attainment of school psychology competencies that are consistent with the goals and objectives of the program and emphasize human diversity, and provision of professional school psychology services that result in direct, measurable, and positive impact on children, families, schools, and/or other consumers. The internship includes inclusion of both formative and summative performance-based evaluations of interns that are completed by both program faculty and field-based supervisors, are systematic and comprehensive, and ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists.</p>		<p>Practice: Candidate transcripts reveal practice aligns with policy as well as the field-based internship evaluation form.</p> <p>An internship contract (Attachment I F. Internship Contract) is also provided as well as a sample contract signed by the University Supervisor, On-Site Supervisor, the School Psychology Intern, and two District Administrators.</p>
<p>Element 9.3 – Internship Hours: The school psychology program requires that the internship be completed for a sufficient time period and in appropriate settings to achieve program objectives. The internship requires a minimum of 1200 clock hours for specialist-level interns and 1500 clock hours for doctoral-level interns, including a minimum of 600 hours of the internship completed in a <i>school setting</i>. The internship requires a minimum of one academic year for internship, completed on a full-time basis over one year or at least a half-time basis over two consecutive years; and completion in settings relevant to program objectives for candidate</p>	<p>Acceptable</p>	<p>Policy: The Program Handbook describes the internship requirements, including the number of hours (1200), setting (school-based) and required to be completed on a full-time basis over one year.</p> <p>Practice: The Internship Summary Form (Attachment I G Summary Form) and the two internship logs document candidates complete at least 1200 hours of an internship, and the internship is completed at the end of the program.</p> <p><i>Important to note that candidate names should be redacted on the internship logs.</i></p>

NASP Standard	Rating	Comment
<p>competencies. The internship requires direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and intern supervisors.</p>		
<p>Element 9.4 – Intern Supervision: The school psychology program requires that each intern receive appropriate and regularly scheduled field-based supervision. Field supervision is provided from a school psychologist holding the appropriate state school psychologist credential for practice in a school setting (If a portion of the internship is conducted in a another setting, as noted in Element 8.3, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting). The internship requires an average of at least two hours of field-based supervision per full-time week or the equivalent for part-time placements, and preponderance of field-based supervision provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on the intern’s attainment of competencies.</p>	<p>Acceptable</p>	<p>Policy: The Program Handbook (p. 38) describes the internship requirements including the number of on-site supervision hours and the credentials required of the on-site supervisors.</p> <p>Practice: The Internship Summary Form and two internship logs document the school setting and number of supervision hours completed by the last two years of program completers. In addition, the credentials of site supervisors are provided on The Internship Summary Form.</p> <p>Sample intern logs reveal supervision occurred but it would be beneficial to the review process (and probably the university supervisor) to have candidates have a running total of supervision hours on the form.</p>
<p>Element 9.5 – Internship Site Agreements: The school psychology internship represents a collaboration between the school psychology program and internship placement agency that is consistent with program goals and assures attainment of competencies by interns. The internship requires a written plan specifying collaborative responsibilities of the school psychology program and internship site in providing supervision and support and ensuring that internship objectives are achieved. The internship includes formative and summative performance-based evaluation of intern performance by program faculty and field-based</p>	<p>Acceptable</p>	<p>Policy: A sample internship contract signed by the University Supervisor, On-Site Supervisor, the School Psychology Intern, and two District Administrators is provided. It specifies the responsibilities of the intern, on-site supervisor, training program, and district in providing supervisor, support, and evaluation of the intern’s performance.</p> <p>This form includes, a commitment to the internship as a diversified <i>learning</i> experience for the candidate, the ability of the intern to attain professional competencies through carefully supervised activities, a written agreement that specifies the period of appointment, and any terms of compensation for the intern and released time for the field based supervisor, and expense reimbursement, a safe and secure work environment, adequate office space, and support services for the intern consistent with that afforded agency school</p>

NASP Standard	Rating	Comment
<p>supervisors and systematic, clearly articulated methods by which concerns about intern performance and attainment of competencies may be addressed. Appropriate support for the internship by the placement agency is provided, including (a) commitment to the internship as a diversified <i>learning</i> experience for a candidate in a graduate school psychology program and opportunities for the intern to attain professional competencies through carefully supervised activities; (b) a written agreement that specifies the period of appointment and any terms of compensation for the intern and released time for the field based supervisor; (c) expense reimbursement, a safe and secure work environment, adequate office space, and support services for the intern consistent with that afforded agency school psychologists; and (d) provision for the intern’s participation in continuing professional development activities.</p>		<p>psychologists.</p> <p>Practice: A masked Internship Contract that is signed by all parties: the University Supervisor, On-Site Supervisor, the School Psychology Intern, and two District Administrators is provided and is consistent with policy.</p>
<p>Element 9.6 – Integration of Skills: The school psychology program employs a systematic, valid process in which program faculty ensure that interns, during their culminating internship experience, demonstrate competencies to begin effective practice as school psychologists. The program includes the integration of elements of knowledge and application of professional skills in school psychology for delivering a comprehensive range of services; and effective school psychology service delivery evidenced by direct, measurable, positive impact on children, families, schools, and other consumers.</p>	<p>Marginal</p>	<p>Policy: The Program Handbook describes the program’s requirements for integration of skills. Candidates are required to complete four case studies, one academic, one behavioral, one consultation, and one mental health/counseling. Candidates follow the structure of the NCSP case study development and evaluation.</p> <p>The policy states that <u>candidates</u> are required to demonstrate measureable positive impact with one of the following: goal attainment scaling, percent of non-overlapping data, effect size calculation, comparisons of pre- and post- data, progress monitoring data, individual or group data, or improvement rate difference.</p> <p>Practice: Practice is unclear with respect to whether candidates demonstrate measurable positive impact as opposed to faculty evaluating student case studies and determining measureable positive impact.</p>

PART C—EVALUATION OF PROGRAM REPORT EVIDENCE

C.1—Candidates’ knowledge of content. NASP performance-based standards covered in this entry could include (but are not limited to) Standards II - VIII. Comments on the program’s assessment/documentation of candidate content knowledge consistent with NASP standards (Assessments 1 and 2):

Assessment 1 (Praxis or state exam): Praxis data were provided for 2 cohorts and revealed 100% of the candidates passed the exam. Data are disaggregated by NASP PracticeStandards and percentage of items passed is provided by student.

Assessment 2 (course-embedded assessment): According to Table E, the program faculty members have done an outstanding job aligning courses the NASP practice standards. The objectives (see below for additional information) are consistent with what one would expect in the courses and the assignments seem well-designed in order to evaluate candidate knowledge. This is a program strength.

In addition, the program requires a comprehensive oral and written examination evaluation. The structure and scoring rubrics appear to be valid and should be viewed as a strength for program evaluation. A note; the 2010 NASP standards requires the use of grades for Assessment 2. Therefore, the program faculty might think about moving this valuable knowledge-based assessment to a supplemental NASP assessment (Assessment 7 or 8).

C.2—Candidates’ ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions. Comments on the program’s assessment/documentation of candidate skills and professional work characteristics consistent with NASP standards (Assessments 3, 4, and 5):

Assessment 3 (practica evaluation): The program has created a very thorough practicum evaluation sequence including field supervisor ratings and faculty evaluation of projects. The 3-sequence practicum model seems to allow candidates to learn and be evaluated across all NASP practice standards. The field supervisor evaluation forms are comprehensive and also considered a strength.

Note that while program faculty have aligned the three-course practicum sequence with all NASP practice standards, NASP does not require all domains to be measured in Assessment 3.

Assessment 4 (intern evaluations): The program faculty report having a 350-item Internship Field Based Assessment Form that covers all NASP practice standards. This form was not found in any Assessment 4 folders but was located in the Assessment 5 information. The internship field-based form was found in Assessment 5 and reveals a highly comprehensive document that has numerous items align with each of the NASP practice standards. Data are provided that aggregate and disaggregate data and include growth scores from fall to spring semester.

Assessment 5 (comprehensive, performance based assessment of candidate abilities evaluated by faculty during internship): Assessment 5 is very thorough and provides multiple assessments of performance-based assessments of candidate abilities as evaluated by faculty. These include supervisor ratings on the field evaluation form, analysis of internship portfolio by faculty, and faculty evaluation of multiple case studies and assessment reports including a research project and counseling skill ratings during internship. Data are disaggregated by intern and scoring rubrics are provided.

C.3—Candidate effects on P–12 student learning. Comments on the program’s assessment/documentation of candidate impact on P-12 students and other clients consistent with NASP standards (Assessment 6):

Assessment 6 (impact on student learning): All candidates must provide the 4 completed case studies in the areas of Behavioral Assessment and Intervention, Academic Assessment and Intervention, Child/Adolescent Counseling and Therapy, and Psychological Consultation in Schools and Agencies. In addition, Interns are expected to

complete a research project designed in conjunction with district needs. Candidates are required to present their research project at the annual Francis Marion University research symposium that is held on each spring semester. In addition, posters that are deemed to have potential are entered for presentation at the annual NASP convention. It is commendable that interns complete 4 case studies during their internship year as well as a research project. Further, based on the case study evaluation rubric, there is an expectation for interns to calculate some form of an effect size.

The concern with this Assessment is that it appears that faculty members evaluate the case studies using a series of comprehensive case study evaluation rubrics. Thus, it is unclear as to whether interns calculate effect size on their case studies or if faculty evaluate the cases using the rubric and then they calculate effect size. The intent of Assessment 6 is for interns to provide evidence of positive impact, which is typically done through some summary statistic applicable to the type of case study.

PART D—EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidates and/or strengthening of the program (as outlined and discussed in Section V of the program report):

The program gathers sufficient data, especially with the optional assessments 7 and 8 that can be used for program improvement. Narratives provide in conjunction with assessments program faculty used these data for candidate improvement.

PART E—AREAS FOR IMPROVEMENT

LEAVE BLANK

PART F—ADDITIONAL COMMENTS (Optional)

F.1—Comments on topics not covered in previous sections:

F.2—Concerns for possible follow-up by the CAEP/NCATE Board of Examiners:

PART G—TERMS AND SUBSEQUENT ACTIONS FOR DECISIONS¹ (TO BE COMPLETED BY PROGRAM APPROVAL BOARD ONLY)

Program is NASP approved and (if in a unit that is CAEP/NCATE accredited) CAEP/NCATE nationally recognized. The program is expected to submit a full application no later than September 15, 2023 or three years prior to the provider's next site visit.

The program will be listed as NASP approved in NASP websites and/or publications. During the period of NASP approval, graduates of the program will automatically qualify for national certification contingent on a passing score on the Praxis II examination in school psychology and documentation of the completion of an internship consistent with NASP standards. If in a unit accredited by CAEP/NCATE, the program will also be designated as CAEP/NCATE nationally recognized on websites and/or other publications of CAEP/NCATE. **Subsequent action by the institution:** None. Nationally approved or recognized programs may not file revised reports addressing any unmet standards or areas for improvement.

Program is NASP conditionally approved and (if in a unit that is CAEP/NCATE accredited) CAEP/NCATE nationally recognized with conditions for the period _____ through _____.

¹ If the decision is "recognized with conditions," the box at the bottom of Section G must specify the conditions or issues to be addressed in the follow-up report from the institution.

The program will be listed as NASP conditionally approved in NASP websites and/or publications. During the period of NASP conditional approval, graduates of the program will automatically qualify for national certification contingent on a passing score on the Praxis II examination in school psychology and documentation of the completion of an internship consistent with NASP standards. If in a unit accredited by CAEP/NCATE, the program will also be designated as CAEP/NCATE nationally recognized with conditions on websites and/or other publications of CAEP/NCATE.

Subsequent action by the institution: To retain approval/recognition, a report addressing the conditions must be submitted within 18 months of the date of this report, no later than _____. The report must address the conditions specified in the box below. Failure to submit a report by the date specified above will result in loss of national approval/recognition.

Program is not nationally approved/recognized. Programs granted approval/recognition from a prior review will lose approval/recognition at the end of the previous approval/recognition period, unless a revised program report is successfully submitted by the deadline in or before that semester.

Subsequent action by the institution: A revised report, addressing unmet standards, may be submitted by _____.

The institution may submit a new program report at any time. In states that require CAEP/NCATE program review, another program report must be submitted before the next CAEP/NCATE accreditation visit.

For further information on due dates or requirements, contact the chair of the NASP Program Approval Board or program review staff at CAEP/NCATE (202-466-7496).

National approval/recognition with conditions: The following conditions must be addressed within 18 months (see above for specific date):

- The program must meet the NASP standards rated as Not Met. The program's response to conditions report must document the program's compliance with each NASP standard rated above as Not Met and must address comments noted for each standard rated as Not Met, as well as other concerns noted in the current national recognition report.

- The program's conditional report must be submitted online and contain ALL required materials to document compliance with each NASP standard rated as Not Met. Thus, to document that the program is in compliance with standards rated as Not Met the program's conditional report must include required sections and attachments as outlined in the standard NASP/CAEP/NCATE online program report form and in instructions for NASP online program submissions at the time of the program's submission of the conditional report, located at http://nasponline.org/standards/approvedtraining/training_program.aspx.

- The program must ASSESS, and ATTAIN domains listed in NASP Standards II to VIII. In addition to providing all other sections of the required NASP/CAEP/NCATE online report form to provide evidence of the program's compliance with NASP standards currently rated as Not Met, the program's conditional report must include specific required documentation that domains are ASSESSED in program required coursework and other experience (Attachment E). Further, the program must provide specific required documentation for Section IV- Assessments 1-6 in order to provide evidence of program ASSESSMENT methods and candidate ATTAINMENT relative to the standards. Important information about required Assessments 1-6 and documentation that must be submitted by programs is located in the NASP/CAEP/NCATE online report form. The required program assessment and candidate attainment documentation is as follows (except for Assessment 1-National or State Exam, which has additional requirements) and should be submitted online as part of the conditional report:

1. A brief description of the assessment and its use in the program;
2. A description of how this assessment specifically aligns with each domain it is cited for in Section III,
3. A brief analysis of the data findings,
4. An interpretation of how that data provides evidence for meeting each domain it is cited for in Section III, and
5. Documentation for each assessment, including:
 - (a) The assessment TOOL or description of the assignment;
 - (b) The SCORING GUIDE for the assessment; and

(c) Aggregated candidate DATA derived from the assessment, with aggregated data specific to each NASP domain that it assesses.